

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #309 (2004-2005)

June 27, 2005

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: EVALUATION OF THE DISTRICT IMPROVEMENT PLAN

PERTINENT FACTS:

The No Child Left Behind Act and Alaska state regulations require school districts in Adequate Yearly Progress Level II or higher to submit an improvement plan to the Department of Education and Early Development. This plan was submitted to and approved by the Anchorage School Board in December and was subsequently submitted to the State. The Department also required that the District submit an evaluation of progress to date on that improvement plan by May 15. That evaluation is shown as Attachment A

Though the District did not yet have year-end data and results of the new statewide assessments available for this evaluation, individuals responsible for components of the plan provided a summative comment regarding the implementation status of each component. As the various initiatives are replicated in the District's Six-Year Instructional Plan, there will be a more comprehensive report of actual assessment results in the fall when the evaluation of that plan comes before the Board.

CC/JC/RG

Attachment 2004-2005 District Improvement Plan Submission Packet

Prepared by: Rhonda Gardner, Coordinator, No Child Left Behind

Approved by: Jan Christensen, Assistant Superintendent, Instruction



Department of Education and Early Development

2004-2005 District Improvement Plan

Submission Packet

Due to EED – December 15, 2004

Contact:

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Overview of 2004-2005 District Improvement Plan Process

A district makes AYP if all the students in the district in each subgroup reach the targets for the year in reading and math and if the participation rate and graduation rate are met. A district may not make AYP even if each school in the district does make AYP because when the students in the district are counted together, sometimes a subgroup that was too small to count at a school level will be large enough to count at the district level. Districts are identified as Level 1, 2, 3 or 4. A district is considered in improvement status if it is designated at Level 2 or above.

The intent of the District Improvement process for 2004-2005 is to encourage a data-driven decision-making process for districts and to focus the efforts of district improvement plans on those areas that caused the district to not make AYP. These areas may include participation rate and graduation rates. The process is similar to that for the School Improvement process. A district may have different needs across the district than an individual school does. If one or more schools in the district have created School Improvement plans that focus on the same goals that the district has identified, then the district plan may be to implement similar instructional strategies or programs as those in the school plan.

A district designated at Level 2 or above must spend at least 10% of its Title IA budget on professional development. These funds can be spent on all staff in the district, including staff in non-Title I schools. If you did not anticipate this need in your original NCLB application, then please submit a revised application and budget to show how these funds will be spent for professional development needs that align with your district improvement plan.

The following companion documents designed for the School Improvement process will also be useful for the District Improvement Process. They are available on the Department of Education website under Forms & Grants, School Improvement (www.eed.state.ak.us/forms/forms2.html#SchImp).

- The 2004-2005 School Improvement Plan Resource Guide (optional) includes instructions for each of the four steps, a “Tools and Resources” section for each step, a sample “Data Analysis Summary, a sample “School Improvement Plan – Changes to Current Practice”, and guiding questions for a district review of school improvement plans.
- The Data Analysis Tools Packet (optional) provides templates for reviewing and analyzing student achievement data.

The process is outlined briefly in the following four steps:

Step 1. Focus on the Data – Analysis and Goals

- Select members of district improvement team – representatives should include teachers, staff, parents, and community members.
- Analyze benchmark data at district level, subgroup level, and by performance standards.
- Identify up to 3 critical areas of need and translate them into specific, measurable goals.

Step 2. Focus on Instruction – Changing current practice

- Research materials and instructional strategies to find those that have been proven through research to address areas of need identified in Step 1.

- Determine which current materials and strategies to keep and which to change.
- Identify areas of support in professional development, parent involvement, or funds that are needed to implement the new materials and strategies.
- Identify person(s) responsible for each activity and a 2-year timeline.

Step 3. Focus on Change – Measuring Change

- Select assessments to be used to measure student growth that match and reasonably measure materials and strategies being implemented. (Assessments may be created by teachers or obtained from publishers.)
- Determine the timeline for implementing the assessments (frequently during the school year) and what indicators of student growth are expected.
- Determine the timeline and persons responsible for analyzing local student assessment data (at least quarterly) and making recommendations for change, if necessary.
- Determine timeline and persons responsible for monitoring the implementation of the materials and strategies chosen during the year.
- **Complete the District Improvement Plan – Changes to Current Practice pages, with the exception of the “Final Outcome/Revision” column. Complete one page for each of the 3 goals and expand the sections as needed.** (See the Sample “School Improvement Plan 2004-2006 - Changes to Current Practice” on pages 45-47 of the *School Improvement Plan Resource Guide*.)
- **The district must submit the plan to EED by December 15, 2004.**

Step 4. Focus on Evaluation – Results / Revision

- Review the local assessment data and state assessment data.
- Review the implementation of the plan. Was it fully implemented?
- Determine if there was student progress and if the strategies/materials worked.
- Determine what changes, if any, need to be made for the coming school year.
- **Complete the Final Outcome/Revision column of the District Improvement Plan – Changes to Current Practice pages. Submit to EED by May 15, 2005.**

2004-2005 District Improvement Plan Submission Checklist

<i>Required Form</i>	<i>OK</i>
1. District Improvement Plan Cover Sheet	X
2. District Improvement Planning Team	X
3. District Improvement Plan 04-06 – Changes to Current Practice pages for Goals 1, 2 and 3	X
4. District Assurances Packet – Original to be mailed to the Department if electronic signature is unavailable	X

The District Improvement Plan Changes to Current Practice form may be expanded to include all necessary information within the table. A 12-point font is recommended. Please do not send additional materials, lesson plans, student work, or test scores.

District Improvement Planning Team

The planning team should represent a variety of participants from the schools and the community: teachers, administrators and other school staff, parents, and the community to be served. Please list members of the team and their roles.

<i>Printed Name</i>	<i>Role within the district/school/community (i.e. 4th Grade teacher, PTA parent, etc.)</i>	<i>Roles/Responsibilities tied to district improvement plan</i>
Parents:		
Native Advisory Committee, Indian Education	Parent/community advisory committee	Overall review of plan
Special Education Advisory Committee	Parent/community advisory committee	Overall review of plan
Minority Education Concerns Committee	Parent/community advisory committee	Overall review of plan
Bilingual Parent/Community Advisory Committee	Parent/community advisory committee	Overall review of plan
Mary Garcia	Anchorage PTA President	Overall review of plan
Teachers & other staff:		
Jan Christensen	Assistant Superintendent, Instruction	General supervision of plan development
Patricia McRae	Executive Director, Elementary Education	Elementary School portion of plan
Gail Opalinski	Executive Director, Middle School Education	Middle School portion of plan
Mike Henry	Executive Director, High School Education	High School portion of plan
Jerry Sjolander	Executive Director, Special Education	Special Education portion plan
Enid Hunter	Executive Director, Curriculum and Instructional Support	Subject-specific instructional strategies, materials, and trainings.
Robb Boyer	Director, Training & Professional Development	Training and Professional Development necessary to implement plan
Ed McLain	Director, Assessment and Evaluation	Assessment and Accountability measures in plan and reporting on those measures.
Julie Jessal	Supervisor, Title I	Title I involvement throughout plan
Maxine Hill	Supervisor, Bilingual Education	Bilingual/ESL involvement throughout plan
Doreen Brown	Supervisor, Indian Education	Indian Education involvement throughout plan
Bev Thornburg	Supervisor, Discretionary Grants	Strategic planning expertise
Cindy Anderson	Supervisor, Secondary Special Education	Secondary special education input
Dana Dugdale	Supervisor, Elementary Special Education	Elementary special education input
Sandy Schoff	Coordinator, Math Curriculum	Math curriculum and training input
Mardell Kiesel	Coordinator, Literacy Curriculum	Language Arts curriculum and training input
Rhonda Gardner	Coordinator, No Child Left Behind	General organization

DISTRICT IMPROVEMENT PLAN 2004-2006 – CHANGES TO CURRENT PRACTICE

Complete one for each goal – expand sections as appropriate

District Name: Anchorage School District

GOAL # __1__: (Performance Standard to be addressed)

Improve language arts performance for all groups with a particular emphasis on designated groups not meeting the AMO target with use of the 99% confidence interval by achieving a 10% reduction in the percent not proficient in each group.

PERFORMANCE INDICATOR 1.1 (Baseline) Alaska Native, 59.1%; Economically Disadvantaged, 58.8%; Students with Disabilities, 38%; Limited English Proficient, 57.2%

PERFORMANCE TARGET 1.1 (Measurable Change) Alaska Native, 63.2%; Economically Disadvantaged, 62.9%; Students with Disabilities, 44.2%; Limited English Proficient, 61.5%

CHANGES WE WILL MAKE TO CURRENT PRACTICE

Scientifically Based support for this strategy/material (reference, or brief description): Use of scientifically research-based programs and materials in Reading First schools. Movement to core curriculum in Title I schools supported by research, particularly in regards to schools with high mobility. The Six-Traits Writing Method is widely regarded as a successful approach to improving student writing. Technology interventions such as Following the Leaders, Read 180, Fast ForWord, and PLATO have been shown to assist struggling students. CALLA, SIOP, and ELLIS have all proven to be effective methods in working with bilingual students. NW Regional data indicates that the 21st Century Program is an important and successful component in improving student achievement.

INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED	PERSONS RESPONSIBLE	TIMELINE START – FINISH (2 year plan)	ASSESSMENT (Methods and Timeline)	FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 15, 2005)
<p>Reading First Grant at 6 elementary (4 Title I) schools.</p> <p>All Title I schools will implement a scientifically based core curriculum in Reading/Language Arts. All staff development delivered in this implementation will align to the state and district grade level expectations.</p> <p>In-depth data analysis of statewide assessment data will guide instruction for all below and far below proficient students at all elementary schools. Interventions for students who are below and far below proficient will be designed using this information.</p> <p>Summer school will be offered to all elementary students who are below and far below proficient in reading.</p> <p>Fast ForWord implemented in three elementary schools as part of reading remediation efforts.</p>	<p>Patricia McRae, Reading First Principals</p> <p>Julie Jessal, Patricia McRae, Title I principals</p> <p>Patricia McRae, Ed McLain (Assessment Department) and school principals</p> <p>Patricia McRae, Eunice Long and Julie Jessal</p> <p>Patricia McRae and school principals</p>	<p>February, 2004 project began - this is a 3 year grant and will end in 2007.</p> <p>September, 2004 through June, 2006</p> <p>August, 2004 through June, 2006</p> <p>June and July, 2005 June and July, 2006</p> <p>Fall 2004</p>	<p>DIBELS and the Developmental Reading Assessment used both pre/post, with DIBELS used more frequently as determined by student need.</p> <p>DRA, 1st through 6th grades pre and post for students identified as below proficient. State assessment year-to-year comparisons.</p> <p>Multiple assessment measures including district (DRA) and state assessments.</p> <p>Pre/post assessment using the Gates MacGinitie reading assessment. Criterion-reference spelling assessments.</p> <p>Statewide assessments Progress Tracker in FFW gives teachers daily snapshot of student progress.</p>	<p>Reading First has been successfully implemented in 6 elementary schools. Staff members have attending “Beginning Reading Institutes” throughout the school year sponsored by DEED, and both principals and reading coaches attended 3-day institutes facilitated by the CORE institute. Preliminary assessment results are very promising, especially in the kindergarten and 1st grades.</p> <p>Title I schools have received Houghton-Mifflin materials and all Title I teachers have attended in-service in the delivery of this curriculum as well as training addressing the 90 minute block of instruction and an assessment framework.</p> <p>Secure web-based student and class assessment reports available to teachers and principals via the ARS (Assessment Reporting System). All principals and most sites trained. All elementary principals trained on specialized reports prepared by Elementary Division.</p> <p>Summer school has been planned and will be implemented for the 2005-06 school year at 6 elementary sites. Summer school information was disseminated to all 60 schools prior to April parent/teacher conferences. An estimated 900 students who are below or not proficient will be served in summer school.</p> <p>Fast ForWord has been implemented at three elementary schools. Results are encouraging and expansion of this program is being planned for 4 additional sites.</p>

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Following the Leaders will be implemented in 6-7 elementary schools.	Ed McLain and Julie Jessal	Fall 2004	Frequent FTL assessments throughout the year based on individual student need and progress as well as Statewide Assessments	FTL implemented in 15 schools total, 7 of them elementary. We will continue with FTL next year and will expand the program. We are also entering a partnership with Princeton Review/FTL to create and administer formative assessments to be available to all students. Will monitor this in approximately 20 schools.
Scientifically research based technology programs (Plato) will be used for remediation, credit recovery efforts, and prescriptive interventions in reading at the middle school level.	Gail Opalinski, Darla Jones, school principals	August 2004 – Fall 2005	Gates MacGinitie reading inventory given to all middle school students in fall and spring.	The PLATO program was implemented at all nine middle schools and Polaris K-12. Four formal training sessions and numerous focused training sessions were provided for teachers. Every school provided PLATO remediation opportunities for students. The Gates MacGinitie reading inventory was given during first semester and a post inventory will be given during the last three weeks of May.
Fast ForWord implemented in six middle schools' as part of reading remediation efforts.	Gail Opalinski and school principals	Fall 2004	Statewide Assessments Progress Tracker in FFW gives teachers daily snapshot of student progress.	Fast ForWord was implemented in the six middle schools with the highest need. the Progress Tracker program was purchased for each school to allow teachers and the tech coordinators to track students' progress.
Pilot and implement Foundation of Reading for middle school students in need of additional reading instruction.	Gail Opalinski, Amy Goodman, LA teachers	Fall 2004 – Spring 2005 Curriculum to be revised for 2005-06 based on results.	Gates MacGinitie pre and post as well as Statewide Assessments. Bridges to Literature includes placement and mid-program tests to help the teacher place students appropriately. Quarterly fluency tests used as needed.	All middle schools taught the Foundation of Reading class. 33 Teachers were trained on the curriculum and methodology necessary for the class. The Gates MacGinitie reading inventory was given during 1 st semester and a post inventory will be given during the last 3 weeks in May. The Bridges to Literature text, Jamestown reading fluency materials, and Rewards Phonics materials were purchased and used in each of the classes. Teachers were surveyed about their recommendations for the course.

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<p>Improve students' writing performance by providing middle school teacher training in the Six Traits of Writing model.</p>	<p>Gail Opalinski, Amy Goodman, LA teachers</p>	<p>2004-2006</p>	<p>Statewide Assessments Student assignments scored using six-traits assessment throughout the year.</p>	<p>Over the last few years many middle school language arts teachers have received training on the Six Traits Writing Model. This year additional training on the model was provided to Clark Middle School teachers, and further training will be available to all middle school teachers during the ASDTA. Write Traits was purchased for each Middle School language arts teacher.</p>
<p>Extended school year and extended school day will be used to support students in need of remediation in middle school through after school tutoring (additional 100 students in 21st Century at Clark Middle School) and summer school (specialized prescriptive program provided for students using materials supported by research).</p>	<p>Gail Opalinski and middle school principals</p>	<p>Ongoing</p>	<p>Statewide Assessments, Gates MacGinitie, Writing Assessment, attitude inventory.</p>	<p>The 21st Century program at Clark Middle School served over 200 students. Each of the remaining nine middle schools provided after school or before school remediation opportunities. An expanded six-week summer school program focusing on Reading, Writing, and Math will be offered during June and July.</p>
<p>Prescriptive remediation in language arts for struggling high school students offered during school day, in after school programs, and in summer school via Plato.</p>	<p>Mike Henry and high school principals.</p>	<p>Ongoing</p>	<p>Student performance on State Assessments and Plato assessments.</p>	<p>Prescriptive remediation in language arts, specifically reading and writing, was offered in every comprehensive high school and each of the alternative programs in the ASD during the 04-05 school year.</p>
<p>Fast ForWord offered in two comprehensive and two alternative high schools.</p>	<p>Mike Henry and impacted principals.</p>	<p>Nov. 15, 2004-May 2006</p>	<p>Gates MacGinitie pre and post reading assessments. Progress Tracker in FFW gives teachers daily snapshot of student progress.</p>	<p>Fast ForWord programs were offered at Bartlett, East, West, Benson, and MYC during the 04-05 school year.</p>
<p>Increase student enrollment in rigorous course offerings, particularly students from underrepresented groups, and provide support for those students.</p>	<p>Mike Henry, high school counselors and principals.</p>	<p>Ongoing</p>	<p>Number and percentage of students in various groups enrolled in rigorous courses in year-to-year comparison.</p>	<p>Each ASD high school implemented interventions to increase student enrollment in rigorous courses. Interventions included offering online AP (APEX) courses at every high school.</p>

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<p>Increase the number and percentage of students from underrepresented groups identified and served by gifted education.</p> <p>Cognitive Academic Language Learning Approach (CALLA)</p> <p>Sheltered Instruction Observation Protocol (SIOP)</p> <p>English Language Learning Instruction System (ELLIS)</p>	<p>Marrie Kae VanderPloeg</p> <p>Bilingual Supervisor, Bilingual/Multi-cultural resource teachers at elementary and middle, secondary ESL teachers, Bilingual/ESL tutors K-12</p>	<p>Fall 2004 and beyond</p> <p>Fall 2004 – Spring 2005</p>	<p>Number and percentage of students from underrepresented groups identified and served by gifted education in year-to-year comparison.</p> <p>Statewide Assessments, English Language Proficiency Test (ELPT) – annual for all students identified LEP.</p>	<p>The percentage of students from Title I schools and programs served by Gifted Education increased by 13%.</p> <p>CALLA continues to be utilized by BMEP teachers and tutors in grades K-12 district-wide. CALLA has been implemented and is also widely used by middle school regular/mainstream teachers.</p> <p>SIOP is firmly inculcated into the teaching methodologies and strategies used by BMEP staff. Training has extended to regular/mainstream teachers and was delivered throughout the year.</p> <p>ELLIS, a computer-assisted English instruction system, will provide our students with an opportunity to become better prepared to function in a globally interdependent society and to contribute to their linguistically and culturally diverse communities. ELLIS has been installed on 50 computers and implemented at 3 elementary schools, one middle school, and the Newcomers' Center. State assessment data and IPT data not yet available.</p>

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<p>Secondary Special Education will implement researched-based curriculum (decision on program to be made in January) in reading/language arts for self-contained special education classes as an extension of the general and remedial curriculum.</p>	<p>Jerry Sjolander and Cindy Anderson</p>	<p>2005-2006</p>	<p>Statewide Assessments Individual Education Plan assessment of progress on goals and objectives quarterly.</p>	<p>The program entitled “Language” was reviewed and determined to be the most appropriate direct instruction program for teaching reading and writing in SPED secondary self-contained classes. The program has been ordered and training is scheduled in August 05 for September 05 implementation.</p>
<p>In collaboration with regular education, special education teachers will participate in training and implementation of general and remedial reading/language arts curriculum to support special education students in K-12 programs.</p>	<p>Jerry Sjolander, Cindy Anderson, and Dana Dugdale</p>	<p>2004-2006</p>	<p>Statewide Assessments Gates MacGinitie pre/post Individual Education Plan assessment of progress on goals and objectives quarterly.</p>	<p>Teachers have been attending training and collaboration in the Bridges and Rewards remedial reading program provided at mid-level. Purchase of additional materials to support this reading program have been made and training for regular and SPED teachers is scheduled in October '05. High school regular and special education teachers are working with Fast ForWord and PLATO to increase reading and writing skills. This collaboration has continued throughout the school year.</p>
<p>Summer reading clinic using Lindamood Bell reading program will continue to be provided for special education students.</p>	<p>Jerry Sjolander Dana Dugdale Cindy Anderson</p>	<p>Ongoing</p>	<p>Woodcock Reading Test Brigance</p>	<p>The Lindamood Bell reading program is scheduled at Hanshew MS from June-July. Pre and post-test scores are available to parents and neighborhood schools to show progress in the areas of word attack, spelling, and comprehension.</p>
<p>Special Education will continue to provide support at the summer school sites to support current and new remedial classes in language arts.</p>	<p>Jerry Sjolander Dana Dugdale Cindy Anderson</p>	<p>Ongoing</p>	<p>Statewide Assessments</p>	<p>All summer school sites have special education collaborators to assist students with IEP issues and to provide support for remediation in the areas of language arts and math.</p>

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<p>Scientific research-based technology programs Lightspan Achieve Now CDs, Lightspan Network, and Plato will be used for interventions in reading and language arts, K-12, for Alaska Native/American Indian students.</p>	<p>Doreen Brown, Indian Education staff K-12</p>	<p>2004-2006</p>	<p>Statewide Assessments, Lightspan pre-, mid-year, and post-test.</p>	<p>PLATO assessments (formerly known as Lightspan assessments) have been used for pre and mid year assessments. Post-tests will be given in May 2005. Results will be available in June 2005.</p>
<p>Summer school will be offered to all Alaska Native and American Indian students.</p>	<p>Doreen Brown</p>	<p>Summer 2005</p>	<p>Grades 1-8, Lightspan/Gates MacGinitie pre and post assessments.</p>	<p>PLATO (formerly known as Lightspan) pre and post assessments will be administered during our Summer 2005 program. Gates MacGinitie will not be used during the Summer 2005 program.</p>
<p>Extended school day and evening programs will be offered for remediation in reading and language arts, K-12, for Alaska Native/American Indian students.</p>	<p>Doreen Brown and Indian Education staff</p>	<p>Ongoing</p>	<p>Statewide Assessments</p>	<p>Indian Education offered an evening program for the 2004-05 school year every Tuesday and Thursday evening. Three schools offered extended school day services. We will look at SBA results of the students who participated and gather qualitative information from participants.</p>

<p align="center">Resources and Supports Professional Development, Parent Involvement, Materials Acquisition</p>	<p align="center">PERSONS RESPONSIBLE</p>	<p align="center">TIMELINE START – FINISH (2 year plan)</p>	<p align="center">FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 15, 2005)</p>
<p>Reading First – Beginning Reading Institutes and Site In-Services</p> <p>Adoption of core curriculum in Title I schools. Review of research-based curriculum, recommendation to school board, adoption and purchase of core curriculum and teacher training in curriculum. Full implementation in 2005-2006.</p> <p>Parent training will occur as a part of elementary summer school so that parents can learn methods of helping their children grow in the area of literacy.</p> <p>Pilot model individual parent conference on home reading strategies for identified K-3 students. 4-6 in second year of plan.</p> <p>Training for middle school teachers for Reading Foundations Class.</p> <p>Six Traits Writing training provided to all new teachers K-12 – refresher training to experienced.</p> <p>Training in literacy techniques for middle school teachers in all subject areas – supplementary materials we’ve created called “Middle School High Five.”</p>	<p>Patricia McRae and Reading First Principals</p> <p>Patricia McRae, Julie Jessal, Mardell Kiesel</p> <p>Patricia McRae, Julie Jessal, Eunice Long, reading support teachers</p> <p>Patricia McRae, principals, reading support teachers</p> <p>Amy Goodman, LA teachers</p> <p>Mardell Kiesel, Amy Goodman</p> <p>Gail Opalinski, Amy Goodman, LA Dept. Heads</p>	<p>August, 2004 through August, 2007</p> <p>September, 2004 through June, 2006</p> <p>June and July, 2005 June and July, 2006</p> <p>2004-2006</p> <p>2004 – 2006</p> <p>Fall 2004</p> <p>Fall 2004 – 2006</p>	<p>Primary teachers, principals, and reading coaches from 6 elementary Reading First schools were trained at Beginning Reading Institutes (BRI’s) in the 2004-05 school year in October, January, and April.</p> <p>The Houghton-Mifflin curriculum was adopted by the School Board as the elementary literacy adoption. It was purchased for all Title I schools, and teachers were trained in January and April 2005. Teachers will be prepared for full implementation and of the assessments to guide instruction in the 2005-06 school year.</p> <p>Parent training is in the process of being planned as a part of elementary summer school. A reading support teacher will conduct parent workshops throughout summer school to assist parents in learning methods of helping their children grow and achieve at higher levels in reading and writing.</p> <p>A model parent reading conference was piloted by teachers in April parent/teacher conferences. This model is based on the use of assessment information to target areas of need as well as areas of strength in reading and how parents can assist their children in this area.</p> <p>38 teachers received training in the Reading Foundations class on August 31st, and 33 teachers on Oct. 7th. Follow-up study groups met four additional times during the school year.</p> <p>Six-Traits Writing training was offered at the ASDTA and at Clark Middle School.</p> <p>The “Middle School High Five” consisted of five literacy techniques for use in all subject matter classrooms. In January, approximately 500 teachers were trained by language arts department chairs and subsequently used these techniques in their classrooms. The 5 techniques featured were Read Around the Text, KIM, Two Column Notes, Reciprocal Teaching, and Sum it Up.</p>

<p align="center"><u>Resources and Supports</u> Professional Development, Parent Involvement, Materials Acquisition</p>	<p align="center">PERSONS RESPONSIBLE</p>	<p align="center">TIMELINE START – FINISH (2 year plan)</p>	<p align="center">FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 15, 2005)</p>
<p><i>Aggressors, Victims, and Bystanders</i> is implemented in middle schools to decrease incidents of bullying and improve school climate to increase achievement.</p> <p>Online prescriptive remediation staff training for ESL, Special Education, and Partners for Success (Native Program) teachers, aides, and counselors.</p> <p>Training provided to principals, counselors, and teachers at all levels in how to interpret and use student assessment data.</p> <p>Working with Student Center Comprehensive Student Assessment Data System, counselors will develop a template for individual learning plans for each student, with parent input.</p> <p>Continued training for special education teachers in direct instruction reading (Lindamood Bell, Corrective Reading) will be provided to improve student reading performance.</p> <p>Indian Education staff will participate in training for reading and language arts curriculum to support Alaska Native/American Indian students in pre K-12 programs.</p>	<p>Gail Opalinski, Jan Davis, middle school principals</p> <p>Mike Henry Darla Jones</p> <p>Laurel Vorachek and Julie Melson - Assessment Dept.</p> <p>Mike Henry</p> <p>Jerry Sjolander Dana Dugdale Cindy Anderson</p> <p>Doreen Brown, Literacy Department</p>	<p>Fall 2004 teacher training. Winter 2004, all 7th graders provided AVB Program.</p> <p>2004-2006</p> <p>Ongoing 2004-2006</p> <p>Fall 2005</p> <p>Ongoing</p> <p>2004-2006</p>	<p>Fall 2004 44 middle school teachers were trained on the AVB model. In teams of four these teachers in-serviced the school staffs. Every 7th grade student in the Anchorage School District was provided the twelve-lesson AVB program.</p> <p>Staff training for ESL, Special Education, and Partners occurred in the areas of PLATO and Fast ForWord implementation.</p> <p>Training provided to all principals and most sites on use of the ARS (Assessment Reporting System) and interpreting students assessment data.</p> <p>All high school counselors currently have access to the Student Center database. The program allows for individualized learning plans for each student with parent input.</p> <p>Training for the Direct Instruction Language program is scheduled for the week of August 21-25. This program will be implemented in all of the midlevel and 5 of the high schools as the direct instruction reading program for secondary special education.</p> <p>Indian Education Staff has participated in 13 Indian Education trainings for reading and language arts during the 2004-05 school year.</p>

<u>Resources and Supports</u> Professional Development, Parent Involvement, Materials Acquisition	PERSONS RESPONSIBLE	TIMELINE START – FINISH (2 year plan)	FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 15, 2005)
Cognitive Academic Language Learning Approach (CALLA) Sheltered Instruction Observation Protocol (SIOP) English Language Learning Instruction System (ELLIS) Aspire (Training for paraprofessional staff) PASSport for Success (Training for parents)	Bilingual Supervisor, Bilingual/Multi-cultural resource teachers, Training and Professional Development	Ongoing 2004-2006	June 13-14 CALLA /1 credit hour graduate level course will be offered at ASDTA SIOP October-May Two elementary schools (Creekside and North Star) have focused in-service training on SIOP. A total of 100 persons between the two schools have received intensive training designed to meet the specific needs of their staffs and students. A one-credit hour graduate level course was offered for content area teachers district-wide. 20 participants completed the course. A 3-day training in January was attended by 69 ASD staff. A 3-hour in-service training at West High had 20 participants. Two SIOP classes will be offered at ASDTA. BETA Grant Summer Institute – SIOP II – three week training of trainers institute to develop a cadre of trainers for ASD. ELLIS has been installed on 50 computers and implemented at 3 elementary schools (Abbott Loop, Campbell, Taku), 1 middle school (Clark), and the Newcomers’ Center. This involved 618 LEP students, 20 certificated teachers, and 10 bilingual tutors. Professional development has been provided for participants relating to SIOP, Peer Coaching, and Mentoring. Aspire (Training for paraprofessional staff) – The focus of the training is paraprofessional support of classroom instruction. Bilingual tutors (115) participated in 6 workshops (3 hours per workshop). PASSport for Success (Training for Parents) – A program for parents that focuses on parental involvement in education and academic achievement rather than life-skills parenting. A group of 25 parents attended weekly classes on Saturdays from October through May. ESL – English language instruction classes for parents of LEP students held Saturdays from October through May. 45 participants.

<p align="center"><u>Resources and Supports</u> Professional Development, Parent Involvement, Materials Acquisition</p>	<p align="center">PERSONS RESPONSIBLE</p>	<p align="center">TIMELINE START – FINISH (2 year plan)</p>	<p align="center">FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 15, 2005)</p>
<p>Training provided to Indian Education staff in how to interpret and use student assessment data.</p> <p>Quarterly seminar for parents of Alaska Native/American Indian students will provide information about a variety of teaching materials, including Lightspan and Plato and how to access and enhance learning at home.</p> <p>Continue and complete work to integrate reading and writing skills and strategies in all content areas (e.g. healthy teen literature project and language arts/social studies teamed classes).</p> <p>Continue to update and add to the new LA Online! web site which provides access to current curriculum and approved resources, related relevant resources and links to state and national literacy sites.</p> <p>Continue collaboration with Migrant Education and provide training to ME staff to address literacy practices for identified Migrant Education students.</p> <p>Content area reading strategic training for teacher, 4-12 (CRISS Strategies)</p> <p>Step Up to Writing training for teachers of grades 4-12.</p> <p>Provide curriculum, assessments, and strategies for four high school courses which address strategic reading and writing skills and align with the State Performance Standards and GLEs.</p>	<p>Doreen Brown and Assessment Department</p> <p>Doreen Brown and Indian Education staff.</p> <p>Mardell Kiesel, Sharon Vassierre, Steve Ex</p> <p>Mardell Kiesel</p> <p>Mardell Kiesel, Marsha Robbins</p> <p>Mardell Kiesel</p> <p>Mardell Kiesel, Amy Goodman</p> <p>Mardell Kiesel</p>	<p>2004-2006</p> <p>Ongoing</p> <p>2004-2006</p> <p>2004-2006</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall 2006</p>	<p>Indian Education staff has participated in four Indian Education staff workshops during 2004-05 to enhance skills for interpreting student assessment data. First quarter, 2004-05, a public forum was held to empower parents with an overview of the variety of teaching materials and other resources available to families. During the second quarter, an Open House was held for parents to learn about PLATO/Lightspan.</p> <p>Healthy Reading for Teens, a credit course, is offered for teachers at the ASDTA. High school reading teacher groups continued to meet during the 04-05 school year to identify adolescent literature and effective teaching strategies. Middle school language arts and social studies teachers have collaborated with the Understanding by Design model to write curriculum guides for respective content areas.</p> <p>LA Online! is maintained monthly and continues to grow in resources. The site is user friendly and offers relevant and approved resources.</p> <p>Trainings for Migrant Ed. tutors and parents are planned for implementation in the fall of 05.</p> <p>Content area reading strategies have been addressed through high and middle school reading teacher trainings throughout the year. Content area reading strategies credit course is offered at ASDTA.</p> <p>Amy Goodman provided 4 trainings in Step Up to Writing to middle school staff. Each training was 1 1/2 hours long, and 50 teachers participated.</p> <p>Curriculum guide writing continues with ad hoc committees. Strategies and activities are modeled during high school reading trainings.</p>

DISTRICT IMPROVEMENT PLAN 2004-2006 – CHANGES TO CURRENT PRACTICE

Complete one for each goal – expand sections as appropriate

District Name: Anchorage School District

GOAL # 2 : (Performance Standard to be addressed)

Improve math performance for all students with a particular emphasis on the designated groups not meeting the AMO target with use of the 99% confidence interval by achieving a 10% reduction in the percent not proficient in each group.

PERFORMANCE INDICATOR 1.1 (Baseline) African American, 50%; Economically Disadvantaged, 51.3%; Students with Disabilities, 33.3%; Limited English Proficient 50.8%

PERFORMANCE TARGET 1.1 (Measurable Change) African American, 55%; Economically Disadvantaged, 56.2%; Students with Disabilities, 40%; Limited English Proficient, 55.7%

CHANGES WE WILL MAKE TO CURRENT PRACTICE

Scientifically Based support for this strategy/material (reference, or brief description): Technology interventions such as Following the Leaders, Larson’s Math, and PLATO have been shown to assist struggling students. CALLA, SIOP, and ELLIS have all proven to be effective methods in working with bilingual students. NW Regional data indicates that the 21st Century Program is an important and successful component in improving student achievement.

INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED	PERSONS RESPONSIBLE	TIMELINE START – FINISH (2 year plan)	ASSESSMENT (Methods and Timeline)	FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 15, 2005)
<p>K-6 pacing guides for all math programs will be implemented.</p> <p>Larson’s Math will be used as an intervention program in 17-25 elementary schools.</p> <p>Continuing elementary summer school offered to all below and far below proficient students in the area of mathematics.</p> <p>Plato, a scientifically research-based technology program, will be used in middle schools for remediation, credit recovery, and prescriptive interventions in math.</p> <p>Implement Larson’s Math in middle schools.</p> <p>Continued support for Middle School Math Conference -- target middle school girls to increase interest and awareness of math and careers that use math.</p>	<p>Enid Hunter and Sandy Schoff</p> <p>Julie Jessal, school principals, Sandy Schoff</p> <p>Patricia McRae, Eunice Long, and Julie Jessal</p> <p>Gail Opalinski, Darla Jones, middle school principals</p> <p>Gail Opalinski, Sandy Schoff</p> <p>Sandy Schoff and math teachers.</p>	<p>September, 2004 through June, 2006</p> <p>January 2005</p> <p>Summer 2005</p> <p>Training began Aug. 2004 with phased implementation so that all students have access Fall 2005.</p> <p>Spring 2004, all middle school teachers were trained. Fall 2004 all ESL tutors trained.</p> <p>Ongoing</p>	<p>Overall Statewide Assessment year-to-year comparisons of student achievement of all groups</p> <p>Statewide Assessment year-to-year comparison of student achievement of all groups. Larson’s Math pre/post assessments on each concept throughout the year.</p> <p>Math pre/post assessment for all participating students.</p> <p>Course completion numbers, Plato mastery assessments throughout program, Statewide Assessments.</p> <p>Statewide Assessments and Larson’s Math pre/post assessments on each concept throughout the year.</p> <p>Increased number of girls involved in the conference.</p>	<p>Pacing guides for K-6 math programs provided to both Everyday Math and Heath Math teachers in August so they could plan their math instruction for the 2004-05 year and use it to monitor appropriate pacing through the year. Larson’s Math was purchased for the Title I elementary schools, GLE modules were developed, class lists were built, headphones were procured, and virtually all the schools were functional within 2.5 weeks by the end of Jan. Summer school is being planned for the 2004-05 school year. Students who are below or not proficient in math or reading will be offered this opportunity at one of six elementary schools. An estimated 900 students will be served in a 28 day, 2.5 hours a day program</p> <p>The PLATO program was implemented at all nine middle schools and Polaris I-12. Four formal training sessions and numerous focused training sessions were provided for teachers. Every school provided PLATO remediation opportunities for students.</p> <p>Larson’s Math was provided to all nine middle schools. Every math teacher was trained on the use of Larson’s Math. The Larson’s Math program was used for summer school remediation.</p> <p>Conference in March was highly successful.</p>

INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED	PERSONS RESPONSIBLE	TIMELINE START – FINISH (2 year plan)	ASSESSMENT (Methods and Timeline)	FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 15, 2005)
Continued support for Math Derby preparatory clubs and competition to increase student interest in math.	Sandy Schoff and math teachers	Ongoing	Increased number of students involved in Math Derby.	41 elementary schools participated in the Math Derby in 2004-05, compared to 36 schools in 2003-04.
Continued support for middle school math clubs and competitions to increase awareness, interest and participation in math.	Sandy Schoff and middle school math teachers.	Ongoing	Increased number of middle school students involved in math clubs.	Support was provided. Interest continued.
Extended school year (summer school prescriptive program) and extended school day (tutoring, additional 100 students in Clark’s 21 st Century Program) will be used to support middle school students in need of remediation in math.	Gail Opalinski, middle school principals.	Ongoing	Statewide Assessments, STAR math, attitude inventory.	Middle Schools provided before and/or after school programs as well as math academic support classes for students in need of math remediation. PLATO and Larson’s Math programs were provided to schools as resources. A math remediation curriculum was developed for the summer school program.
Identify students for pre-algebra in 7 th grade to increase percentage of 8 th graders in Algebra.	Gail Opalinski, Sandy Schoff, middle school principals	Ongoing	Increase percentage of students who successfully complete Algebra in 8 th grade.	Seventh grade students, identified as possible algebra candidates, were placed in a pre-algebra math class.
Middle School Summer School math enrichment offered.	MS summer school teachers and principals.	Algebra readiness class for identified 7 th grade students. Successful completion allows entry to 8 th grade Algebra.	Orleans-Hanna Algebra Readiness Test given at the end of summer school or prior to entering algebra course.	An Algebra Readiness class was provided during the summer school program for students identified for Algebra in 8 th grade.

INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED	PERSONS RESPONSIBLE	TIMELINE START – FINISH (2 year plan)	ASSESSMENT (Methods and Timeline)	FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 15, 2005)
Sheltered Instruction strategies incorporated into the teaching of mathematics.	Bilingual supervisor, resource teachers, ESL teachers, and ESL tutors	Ongoing	Statewide Assessments	SIOP trainings provided as described in detail above.
Prescriptive remediation in math for struggling high school students offered during school day, in after school programs, and in summer school via Plato.	Mike Henry and high school principals.	Ongoing	Student performance on Statewide Assessments and Plato assessments.	PLATO remediation in math was offered in every comprehensive high school and each of the alternative programs in the ASD during the 04-05 school year.
Increase student enrollment in rigorous courses, particularly students from underrepresented groups, and provide support for those students (APEX, additional teacher training in vertical teams).	Mike Henry and high school counselors and principals.	Ongoing	The number of students from various groups enrolled in rigorous courses in year-to-year comparison.	Each ASD high school implemented interventions to increase student enrollment in rigorous courses. Interventions included offering online AP (APEX) courses at every high school.
Increase the number and percentage of students from underrepresented groups identified and served by gifted education.	Marrie Kae VanderPloeg	Ongoing	The number and percentage of students from underrepresented groups identified and served by gifted education in year-to-year comparison.	The percentage of students from Title I schools and programs served by Gifted Education increased by 13%.
Secondary Special Education will implement research-based curriculum (decision on program to be made in January) in math for self-contained special education classes as an extension of the general and remedial curriculum.	Jerry Sjolander Cindy Anderson	2005-2006	Statewide Assessments Individual Education Plan assessment of progress on goals and objectives quarterly.	Secondary special education has already started the process of reviewing and evaluating potential research based direct instruction remedial math programs to be implemented in the middle and high schools. A decision will be made this fall and purchase made during the school year for full implementation in the 06-07 school year.

Resources and Supports Professional Development, Parent Involvement, Materials Acquisition	PERSONS RESPONSIBLE	TIMELINE START – FINISH (2 year plan)	FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 15, 2005)
<p>Professional development (1 day of in-service) for all K, 1st, 2nd, 3rd, 6th grade teachers and all K through 6th grade teachers who are new to the school district or new to their grade level.</p> <p>Books that link math to literature will be purchased for all elementary schools, and district and Title I math experts will provide technical assistance. Book studies are to increase math comfort & conversations.</p> <p>Larson Math, computer assisted instruction that aligns with the math curriculum, will be purchased for all Title I schools. Title I teachers will be trained in the use of this resource.</p> <p>Math Family Nights will be implemented at all schools as a link to parents and communities.</p> <p>Text “Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities” used in professional development for elementary teachers and other elementary instructional staff.</p> <p>All third and sixth grade teachers trained in content and pedagogy of adopted math curriculum as well as and using data to guide instruction.</p> <p>All kindergarten, first, and second grade teachers trained in content and pedagogy of adopted math curriculum.(Fourth and fifth grade teachers were trained in 2003-2004.)</p> <p>Sheltered instruction training will occur for all elementary teachers.</p>	<p>Enid Hunter and Sandy Schoff.</p> <p>Enid Hunter and Sandy Schoff.</p> <p>Julie Jessal, Sandy Schoff</p> <p>Sandy Schoff and school principals.</p> <p>Patricia McRae</p> <p>Enid Hunter and Sandy Schoff</p> <p>Enid Hunter and Sandy Schoff</p> <p>Patricia McRae, math and science curriculum experts, bilingual experts</p>	<p>September, 2004 through June, 2006</p> <p>2004-2006</p> <p>September, 2004 through June, 2006</p> <p>September, 2004 through June, 2006</p> <p>December, 2004 through June, 2006</p> <p>2004-05</p> <p>2005-06</p> <p>September, 2004 through June, 2006</p>	<p>2003-04: One full day of training was provided to each 4th and 5th grade math teacher. 2004-05: One full day of training was provided to each 6th and 3rd grade teacher. One full day of math training provided to all elementary ELL tutors and Indian Ed. tutors. Math literature books were provided to 3rd, 4th, 5th, and 6th grade teachers to be used in conjunction with the math programs.</p> <p>Larson Math has been implemented in all elementary Title I schools. GLE modules were created, computer classes were created, and head phones procured that enabled students to begin immediately and minimized the need for teacher training at this time.</p> <p>More than 39 Family Math & Science nights have been held so far this year.</p> <p>This text was used in professional development training that occurred in January, February, and March 2005. 426 Anchorage School District teachers were trained over this period of time.</p> <p>All 6th and 3rd grade teachers received a full day of math training.</p> <p>Will begin next year.</p> <p>Sheltered instruction training was planned and implemented in the 2004-05 school year with 426 teachers trained. In addition, 70 staff members (teachers and principals) attended a SIOP institute in January 2005.</p>

Resources and Supports Professional Development, Parent Involvement, Materials Acquisition	PERSONS RESPONSIBLE	TIMELINE START – FINISH (2 year plan)	FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 15, 2005)
<p>Transitions training for middle school math teachers, SPED collaborators, Indian Ed. and ESL school staff to meet the math needs of incoming elementary students.</p>	<p>Gail Opalinski, Ruth Mount, Sandy Schoff</p>	<p>December 2004 all math teachers receive a day of training.</p>	<p>All middle school math teachers, SPED collaborators, ELL tutors, and Indian Ed. Tutors received a day of math training in December 2004.</p>
<p>Training for middle school teachers, SPED collaborators, Indian Ed., and ESL school staff in teaching algebraic concepts.</p>	<p>Gail Opalinski, Ruth Mount, Sandy Schoff</p>	<p>Spring 2005 – math teachers receive training.</p>	<p>This training has been postponed until the fall because the outside trainer was unable to come at the last minute.</p>
<p>Training in literacy techniques for middle school teachers in all subject areas. Text: <i>The Middle School High Five</i>.</p>	<p>Gail Opalinski, Amy Goodman, LA Dept. Heads</p>	<p>Fall 2004 – 2006</p>	<p>The “Middle School High Five” consisted of five literacy techniques for use in all subject matter classrooms. In January, approximately 500 teachers were trained by language arts department chairs and subsequently used these techniques in their classrooms. The 5 techniques featured were Read Around the Text, KIM, Two Column Notes, Reciprocal Teaching, and Sum it Up.</p>
<p><i>Aggressors, Victims, and Bystanders</i> is implemented in middle schools to decrease incidents of bullying and improve school climate to increase achievement.</p>	<p>Gail Opalinski, Jan Davis, middle school principals</p>	<p>Fall 2004 teacher training. Winter 2004, all 7th graders provided AVB Program.</p>	<p>Fall 2004 44 middle school teachers were trained on the AVB model. In teams of four these teachers in-serviced the school staffs. Every 7th grade student in the Anchorage School District was provided the twelve-lesson AVB program.</p>
<p>Working with Student Center Comprehensive Student Assessment Data System, counselors will develop a template for individual learning plans for each student, with parent input.</p>	<p>Mike Henry</p>	<p>Fall 2005</p>	<p>All high school counselors currently have access to the Student Center database. The program allows for individualized learning plans for each student with parent input.</p>
<p>Sheltered Instruction Observation Protocol (SIOP) training.</p>	<p>Bilingual Supervisor, Bilingual/Multi-cultural resource teachers, Training and Professional Development</p>	<p>2004—2006</p>	<p>Provided as outlined in detail above.</p>

Resources and Supports Professional Development, Parent Involvement, Materials Acquisition	PERSONS RESPONSIBLE	TIMELINE START – FINISH (2 year plan)	FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 15, 2005)
<p>K-6 ESL tutors receive process pedagogy training.</p>	<p>Sandy Schoff</p>	<p>Ongoing</p>	<p>All ELL and Indian Ed tutors received two days of math training in 2004-05.</p>
<p>GLEs matched to ASD math program to link instruction and assessment.</p>	<p>Sandy Schoff and math teachers.</p>	<p>2004-2005</p>	<p>The 3rd-8th grade GLE's were aligned to the ASD math standards and programs.</p>
<p>Align Plato curriculum to ASD high school courses.</p>	<p>Sandy Schoff and math teachers.</p>	<p>2004-2005</p>	<p>PLATO course modules were aligned and developed for pre-Algebra, Algebra A, Algebra B, Survey of Algebra, and Informal Geometry. Those are the highest levels of ASD course contents that can be aligned from PLATO modules.</p>
<p>AP Calculus and AP Stats backwards design to identify and encourage students -- as early as 5th and 6th grade --for future advanced math studies. Particularly work with Indian Ed. to identify students and provide tutor support.</p>	<p>Sandy Schoff and Doreen Brown</p>	<p>Ongoing</p>	<p>The identification of students and work with Indian Ed. tutors is ongoing.</p>
<p>Journeys in Math – Math Science Partnership Grant w/ UAA. 47 teachers K-8 working toward math endorsement. Summer classes and ongoing support, lesson studies, and book studies throughout the school year.</p>	<p>Sandy Schoff in collaboration with UAA</p>	<p>2004-2006</p>	<p>40 ASD students began this project in June 2004, met throughout the school year, and will continue to take courses in June 2005.</p>
<p>In collaboration with regular education, special education teachers will participate in training and implementation of general and remedial math curriculum to support special education students in K-12 programs.</p>	<p>Jerry Sjolander Dana Dugdale Cindy Anderson</p>	<p>Ongoing</p>	<p>Upon selection of a direct instruction remedial math program, secondary special education will provide the necessary training to support the program in the middle and high schools. Ongoing review will occur to assess the success of the program and to determine additional training needs.</p>

School Year 2004-05 District Improvement Assurances Packet

By my signature below, I agree that the following requirements for Title I districts in Level 2 or above of District Improvement as designated and outlined in NCLB Section 1116(c)(6) and (7) and Alaska Regulations 4 AAC 06.835-880, have been met.

Parent Notification

1116(c)(6):

The State educational agency shall promptly provide to the parents (in a format and, to the extent practicable, in a language the parents can understand) of each student enrolled in a school served by a local educational agency identified for improvement, the results of the review under paragraph (1) and, if the agency is identified for improvement, the reasons for that identification and how parents can participate in upgrading the quality of the local educational agency.

4 AAC 06.880:

- (b) The department, district, or school shall ensure that, regardless of the method or media used, it provides the information required by this section to parents
 - (1) in an understandable and uniform format, including alternative formats upon request; and
 - (2) to the extent practicable, in a language that parents can understand.
- (c) The department, district, or school shall provide information to parents through
 - (1) regular mail, electronic mail, or another direct means; however, if the department does not have access to individual student addresses, the department may provide information to the district or school for distribution to parents; and
 - (2) indirect means of dissemination, including the Internet, publications, broadcasting, and notices from public agencies serving students and their families.
- (d) Communications must respect the privacy of students and their families.

District Improvement Plan Requirements

4 AAC 06.850(b); 1116 (c)(7)

- a) A district required to submit a district improvement plan under 4 AAC [06.840\(h\)](#) shall submit the plan to the department for approval not later than 90 days after designation under 4 AAC [06.835\(b\)](#)
- b) In developing a district improvement plan, a district shall
 - (1) cover a two-year period;
 - (2) consult with parents, school staff, and other interested persons;
 - (3) incorporate scientifically based research strategies that strengthen the core academic program in the schools served by the district;
 - (4) identify actions that have the greatest likelihood of improving the achievement of students in meeting the academic performance requirements in 4 AAC [06.810](#);
 - (5) address professional development needs of the instructional staff;
 - (6) include specific measurable achievement goals and targets for all students collectively and each subgroup of students;

- (7) address the fundamental teaching and learning needs in the schools of the district, and the specific academic problems of low-achieving students, including a determination of why any of the district's prior plans failed to bring about increased student academic performance;
- (8) incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;
- (9) specify the responsibilities of the department under the plan, including specifying the technical assistance to be provided by the department; and
- (10) include strategies to promote effective parental involvement in the school.

District Improvement Plan Professional Development

1116(c)(7)(A)(iii)

The district improvement plan will:
 address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)), but excluding funds reserved for professional development under section 1119

District:	
Signature:	Printed Name:
Title:	Date: